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ABSTRACT

Goals of the "Transition, Retraining, and Change for Entry" project were to provide counseling and/or group support for single heads of households or persons entering nontraditional employment and to provide placement services for the target group. A third goal was to disseminate information about the value of and opportunities in nontraditional careers especially for women. Outreach, recruitment, and awareness development activities directed at the professional and college communities were classroom presentations, workshops and seminars for students in grades 8-12, and the mailing of two brochures. Intake, one-to-one counseling, referral, and followup activities included a summary profile taken from initial intake data and followup by phone and letter. Methods used in the employment, employability skills, Job Club, and workshops components included a job-finding workshop for women graduating in nontraditional technical training and implementation of a Job Club, which used an educational/self-help or "peer counseling" format. Findings supported use of all the strategies, with Job Club highlighted as a significant strategy in helping displaced homemakers find employment. (Brochures, nontraditional occupations handouts, articles, instruments, and Job Club materials are appended.) (YLB)

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ED250537

FINAL REPORT

PROJECT NO. 052-1514-4-3N31

FROM JULY 1, 1983 - AUGUST 31, 1984

Transition, Retraining, and Change for Entry

Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922

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Special acknowledgment is made of the cooperation of the coordinator, teachers and secretary in the Women's Education Development Incentive (WENDI) Program at Brevard Community College (BCC) and the HRS Displaced Homemaker program staff who joined the WENDI program in November and immensely enriched TRACE programs. The services of the BCC College Relations, Word Processing, Media, and Library staff were essential in making a successful project. Staff members of the counseling department and Career Centers on all three campuses made serving many women in a quality way a reality. Finally, the Learning Laboratories provided a place for women to sharpen their math and reading skills in preparation for training.

ABSTRACT OF THE FINAL REPORT

Title of Project:	Transition, Retraining and Change for Entry
Organization:	Brevard Community College
Project Director:	Marilyn J. VanderLugt
Expenditures:	The final expenditure report is being forwarded to the State of Florida, DOE, in late October 1984.
Duration of Project:	July 1, 1983 - August 31, 1984
Project Number:	052-1514-4-3N31

ABSTRACT

Displaced Homemakers (DH) entering the work force and women entering non-traditional careers are in need of special assistance and support. Women generally are not aware of the advantages and opportunities in non-traditional (NT) careers. To meet these needs, this project carried out outreach activities to the targeted group, disseminated information about services, organized and presented workshops, provided referral services, experimented with job-finding methods designed by Richard Bolles and a Job Club method developed by Nathan H. Azrin and collected data about women's attitudes and awareness toward NT careers.

The findings support the use of all of the strategies that were implemented with Job Club highlighted as a significant strategy in helping displaced homemakers find employment. The study of women's attitudes and openness to exploration of non-traditional careers showed a continuing lack of awareness and readiness to look at them as suitable career choices. Because of their vulnerability, DH continue to need support through their transition from full-time homemaker to student/worker. Women at Brevard Community College in non-traditional training do not seem to need placement assistance. The few graduates who respond to offers for help seem to be psychologically unprepared to work because of pressing personal or family concerns.

Outreach to the community resulted in 1766 persons being contacted. Of that number, 675 received direct services. These groups included Job Club members, professional contacts, WENDI and SWAP classes, seminar and workshop attendees, community groups, and telephone inquiries. A total of 8340 women were reached by mailings that advertised a seminar or workshop. Cards and letters were also mailed to BCC students in NT programs to offer the services of the TRACE grant.

A measurable outcome of this activity is the 95 women who were placed in employment or an educational program. (See Appendix A.)

Recommendations from the project include developing a booklet with information, about training opportunities for and self-evaluation related to non-traditional career opportunities; early identification of DH under 35 and women open to NT careers in career development classes at BCC to form a working group; close collaboration with industrial and technical division faculty and their female students; a follow-up study of BCC non-traditional graduates to see if they are finding jobs in their chosen field; a major workshop to highlight non-traditional careers for DH and high school students plus separate workshop for junior high students; a workshop for displaced homemakers with specialized sessions on the stages of grief, overcoming anger, leaving depression behind, and finding appropriate child care.

INTRODUCTION

From early August 1983 through August 31, 1984, a counselor/placement specialist Sandra G. Keene worked to implement the goals of the "Transition, Retraining and Change for Entry" (TRACE) grant. (Because BCC closed for July in both 1983 and 1984, this grant period is twelve months.) The goals were to provide counseling and/or group support for single heads of household or persons entering non-traditional employment and to provide placement services for the target group. The third goal was to disseminate information about the value of and opportunites in non-traditional careers especially for women.

In achieving these goals, statistics gathered in the 1980 census were underlying issues. These statistics were compiled by the League of Women Voters and were printed in the Star Advocate in November 1983.

Two out of three adults in poverty are women.

75 percent of the poor are women and children.

When a family breaks up, the usual result is that the man becomes single and the woman becomes a "single mother."

One-half of all children in the country whose mothers must work, can find no licensed child care.

74 percent of all fathers default in the first year of court-ordered child support.

45 percent of mothers with children under the age of six are working and 11 million children under 13 have no care while their parents work.

Although there are more than 44 million women in the paid labor force, 80 percent are restricted to just 20 of the 420 listed occupational categories.

> Women who work outside the home earn on the average only 59 cents to a man's dollar.[1]

To achieve the goals of the project, three major thrusts were carried out. They are:

I. Outreach, Recruitment and Awarness Development

II. Intake, One-to-One Counseling, Referral, Support and Follow-Up

III. Employment, Employability Skills, Job Club and Workshops

An ongoing commitment in carrying out these three interrelated projects was to test the theories of Nathan Azrin that finding a job required basic skills. He writes as he describes the Job Clubs in which he did his research:

> "The job-seekers were shown how to make maximum use of their friends, how to schedule their time, ask for an interview, prepare a resume, discover unpublicized job openings--in short, how to make the job search a step-by-step program, from deciding on what kind of job to look for, right on through making a good showing at the job interviews."[2]

Because displaced homemakers have frequently been isolated, are in need of support, and have common needs, the Job Club method was selected. A goal was set to test the model. In addition, Richard Bolles' work suggests that identifying transferable skills and relating them to new careers is a way to sell an employer on hiring you and more importantly, defining what you would enjoy doing.[3] This concept was added to the Azrin model.

Another goal was to test women's openness to non-traditional careers through the questionnaire method suggested in Time for a Change: A Woman's Guide to Non-traditional Occupations.[4]

The following sections highlight the methods used in the project and the findings. An analysis of the findings leads to conclusions and recommendations related to each of the major components.

[1]"The Feminization of Poverty," The Star Advocate, November 9, 1984, p. 4A.

[2]Nathan H. Azrin and Victoria Besalel, Finding a Job (Berkley, Ten Speed Press, 1982), p. 8.

[3]Bolles, Richard, What Color is Your Parachute? (Berkley Ten Speed Press, 1982), pp. 123-129.

[4]Cauley, Constance Drake, Time for a Change: A Woman's Guide to Non-Traditional Occupations (Tulsa, Ellis Assoc., Inc., 1981), pp. 5-6.

OUTREACH, RECRUITMENT and AWARENESS DEVELOPMENT

To develop referral sources and to find the clients who need help, outreach to the professional community, as well as contacts throughout the college community, were accomplished through personal contacts, phone calls, letters, speaking engagements and the mailing of brochures. To better promote the goals of the grant, two TRACE brochures were designed with the help of the College Relations Department (Appendix C). One or more brochures were mailed with all correspondence from this office. The brochures were handed out at meetings, in classes, workshops and at professional gatherings, e.g., The Commission on the Status of Women meeting. The second brochure, "TRACE Presents Job Seekers Club" was delivered in bulk to many places. After only three months in print, 500 had been distributed. Some of the places that received quantities of these brochures are: Wuesthoff Hospital, Social Services Department, Brevard Human Services Association, county libraries (4), Job Services of Florida (four offices), Legal Aid Society, Women's Center of Melbourne, and Rep. Winston Gardner's office.

Classroom Presentations at BCC for Awareness Development

The brochure, "What's A Nice Girl Like You...," which highlights NT training at BCC, last published three years ago, did not accurately reflect the current fees or curriculum. With cooperation from the Vocational and Technical Divisions and the College Relations Department, the brochure was updated to be distributed to all WENDI and SWAP classes (Appendix D). It was also handed out to all female students (age 13-18) who attended workshops or toured BCC vocational classes.

To increase the awareness of the opportunities and advantages of non-traditional occupations, presentations were given to the 133 women enrolled in Women's Educational Development Incentive (WENDI) classes and the 12 women in the Supported Work Assistance Program (SWAP).

Whenever possible, the film "Deal Me In" was shown to stimulate discussion. These presentations also included labor market information, projected occupational growth, wage comparison charts and business, industry, and population growth indicators. Each presentation included "hand-out" materials and stressed the resources of the BCC Career Centers on three campuses (Appendices E 1-3). TRACE grant information and "What's a Nice Girl Like You" was given to each participant.

Questionnaire

One hundred forty-six (146) Opinion Surveys were given in WENDI and SWAP classes to measure their awareness development of NT careers. Because attitude is so important in studying women's openness to NT careers, the study was begun to find patterns among women attending Vocational Readiness/Job Preparation course offered by the Women's Educational Development Incentive (WENDI) program at Brevard Community College.

Findings

The awareness inventories show they had very strong sex stereotyping attitudes prior to the 2-hour classroom presentation. (See Appendix H.)

The following is taken from a sampling of 42 WENDI students.

They also indicate that the women have seldom considered an NT career for themselves. Only five women in 42 sampled had seriously considered an NT as an occupational option. Only four out of 42 had thought about her own talents and interests that would match an NT career.

It was observed but not documented that younger age groupings of women are less likely to sex-stereotype NT occupations. However, age was not indicated in the survey.

Recommendations

Next year we would like to be able to spend more classroom time on this topic. If the women themselves are not ready to test out NT careers, they may at least give their daughters/sisters support if they choose NT. Expanded awareness of career opportunities is especially important for the female head-of-household. Another recommendation is that a self-contained booklet be developed using materials gathered this year to help women explore their attitudes toward NT and to look at their options realistically.

Workshops

Public school students in grades 8-12 have been visiting the campus this spring. Following "Explore: Women Working in the 80's," the seminar sponsored by TRACE, the cooperative venture between the local schools and BCC has continued. The younger students' response to their day on the BCC campus has been so positive that the counselors for several additional middle and junior high schools have arranged to have students spend part of the day on the campus. They come by bus and visit the various vocational programs offered here, learning about careers and the opportunities for training at BCC.

Methodology

Career Opportunities and Training programs at BCC are presented by academic counselors and a BCC student panel. Discussions, movies and "handouts" are used to give a broad overview of the facilities and programs available at BCC. The students are then given a tour of the campus, which includes: the Career Center, the Allied Health Department, and the Vocational Technical shop areas. The students are able to go into the "Labs" and talk with instructors and students. We have made a short presentation to three groups of students (total students served 26). Handout materials included the brochure "What's a Nice Girl Like You."

Findings

The college students' panel discussion and question and answer period is often the younger students' favorite activity. This group of young students is being introduced to employment, education and the world of work. Junior high school students are an especially interesting target group since they are at a crucial point in deciding to push math and science or lay back and take whatever easy way is available. We are particularly hopeful to impact minority students' career choices since they continue to look at narrow career options, especially child care, secretarial, or helping professions.

Recommendations

More time could be devoted to outreach to the 13-15 year old age groups. The counselors in the schools are interested in expanding cooperative ventures with BCC to give students greater career awareness.

Methodology

Publicity for the seminar "Explore: Women Working in the '80's" (Appendices F 3-4) included a newspaper article from the local paper (circulation 65,000) and a mailing list of 4100 WENDI (Women's Educational Development Incentive). The letter inviting students from the public schools was sent to 66 counselors and occupational specialists. The letters were followed by a second letter giving more details. An additional phone call was made to every school.

The Voc-Tech Student Panel was made up of five women from the welding, small engines repair, cabinet making, drafting and engineering technology classes. The instructors were cooperative in allowing their students to be out of class. The students came from class (dressed in their work clothes) and brought with them some tools or equipment they use each day in the shop. The array of welder's helmet, dishwasher motor, blueprint paper and hand sander made an interesting point to the presentation. (Appendix F 1, page 2).

The presentation entitled "Equal Opportunities - Unequal Wages." It highlighted labor market information and compared wages in the Traditional Occupations with those in the Non-traditional Occupations. The NT women shared the stage with me. When this presentation was completed, many students in the audience came up to talk with the BCC students. Cooperation and assistance in presenting the program was given by 34 BCC staff members. The mature women's panel representing the "world of work" in industry, technology, sales, and business were all doing non-traditional occupations and were a great inspiration, especially to the women present who were not of school age.

Findings

There have never been so many students present at a seminar on the campus. This is the fourth year the Non-Traditional Occupations Seminar for Women has been held. This was the first time that the 13-15 year old age group had been invited. The most enthusiastic group attending was the 115 students who came from that age group.

Publicity following the seminar was excellent (see Appendix F2). It was a prominent feature in the TODAY newspaper. Evaluations show that women of similar age identify with each other most effectively and that role models are very potent for emulation and learning. High school students want to have more time to visit with the BCC students about their classes. Others were interested in the women's panel (Appendix G).

Recommendations

The program next year will be especially designed to serve the needs of the 13-18 year olds. This group responded so favorably to the BCC student models that more interaction between the two student groups will be planned.

Workshops at Country Acres

Another opportunity to teach career awareness and job finding skills was offered by the director of the HRS facility, Country Acres, a youth care facility for disadvantaged youth. This 2-part program emphasized vocational and technical programs offered at BCC and featured brochures from each department. Non-traditional occupations for women were explained and encouraged and much discussion was generated by this topic. The youth were also interested in the Student Loan Program.

The Bolles' Model was used to teach career decision-making skills. The program was designed so that everyone would move around the room; restless teenagers were agreeable. Each youth was given an opportunity to be the center of attention briefly by explaining his/her preferences. The second evening each one received a computer print-out from Florida Job Services and learned how to read the current listings of jobs available. This stimulated a discussion of wages and education levels.

Analysis and Recommendations

This group of "disadvantaged" youth are in need of individual help in making career choices. Often they are not doing well in school and are most vulnerable to "dropping out" of school. Continuation of the outreach at this facility twice a year (youth population changes there often) is important. Including an academic counselor and a financial aid counselor in the presentations would be a useful addition.

Other Outreach

Another opportunity to implement career awareness in the adult community was offered the TRACE counselor as a member of the planning committee for the workshop "How to Make a Successful Career Change." Other members of the committee represented the University of Central Florida, U.S. Department of Labor, Patrick AFB, U.S. Small Business Administration and the Cocoa Beach Area Chamber of Commerce. The committee for the workshop brought representatives to the campus who talked about opportunities in their fields. Representatives were present from the following areas: small business ownership, insurance, law, accounting, banking, manufacturing, retail sales, and engineering.

Apprenticeship Program - Action

The Apprenticeship programs are not as well established as we had hoped. A large amount of time and attention has centered around this program and these efforts have not been productive for placing any TRACE clients. We have contacted instructors on various occasions--by phone, in person and via letters to the Vocational instructors; John Sangus, Chairman, Vocational Division. The viewpoint of some instructors in the Vocational Department is that the Apprenticeship Program is in competition with the College. Enrollment is a serious issue as long as our classes are not full.

Ellen Hone, the Apprenticeship Program Representative, has come to the campus twice to advertise this program to faculty or students. She has assisted with eight individual clients.

Recommendations

Based on no female placements by TRACE, we recommend less involvement with this program unless there is a well-established program with openings for applicants.

The valuable aspects of this program will not be ignored and plans for next year's NTO seminar include a role model who is currently enrolled in an apprenticeship program. The amount of energy used this year will be spent developing closer association with women enrolled in Vocational/Technical training.

INTAKE, ONE-TO-ONE COUNSELING, REFERRAL AND FOLLOW-UP

Displaced homemakers and nontraditional career seekers are clients who needed and received one-to-one counseling time in this grant year. A profile of the 42 who were given intensive service from October - February 1984 was documented. This summary represents work done in this intake interview.

Summary of Services for 42 Clients (Appendices I and K)
October 1983 - February 1984
Initial Intake

PROFILE OF 42 CLIENTS:

Ages:
20-30 11 30-40 24 40-50 5
50+ 2
Marital Status:
Divorced 27 Widowed 3 Married 7
Single 2
Head of Hsehold. with Dep. Child 20
Ages of Children:
Preschool 26 5-12 yr. 25
13-18 yr. 18 Total: 69
Employed:
No 23 Part-time 9 Full-time 5
Student at BCC 9
Plan to enroll BCC 9
Plan to enroll in NT training 2
Plan to enroll other 8

Referred by WENDI program 13
Referred by other 18
WENDI student now 6 formerly 2

Occupational Interest:
Traditional 17
Non-traditional 9
Undecided 16

ASSESSMENT AT TIME OF INTAKE
NEEDS OF CLIENTS:

19 Information: Occupational
18 Training/Education
13 Occupational
1 Vocational (currently enrolled
17 Prevocational
5 Other

COUNSELING:
24 Occupational
23 Educational
25 Personal Concerns

ASSESSMENT ("testing"):
12 Given here listed on Intake
7 Given elsewhere

ASSISTANCE WITH JOB HUNTING TECHNIQUES:
11 Resume
4 Interviewing
13 Job Leads
9 Referral
22 Job Club
8 Other

REFERRALS:
5 Adm.
4 Fin. Aides
9 College Counselor/Advisor
13 WENDI Program
27 Job Services of Florida
6 Other

Of special interest are the number of children especially pre-school, the number who were referred to Job Services of Florida, and the number who needed counseling for education, career choice and personal concerns.

Methodology

During the initial intake, client needs are clarified and prioritized. Depending on the needs of the client, she is referred to a Vocational Readiness/Job Preparation 6-week/90-hour course where she will receive comprehensive career services and extensive work in raising self-confidence. Because scholarships are available, no woman is excluded because she does not have the money for the course fee. Severe economic

problems that demand she work immediately are more likely to keep her from attending. Career Center usage is explored. On each campus interest, aptitude, and personality assessment are available. One or more counselors have been identified at each campus as being particularly sensitive to the needs of the displaced homemakers.

The displaced homemaker under 35 usually has the following characteristics: children under 8 years old, little or no access to a car, and limited job skills and education. In some cases to compensate, telephone counseling is substituted for face-to-face. She frequently will make an appointment and then cancel. Referrals to community resources are usually the extent of service in these situations. As the pattern of giving information by telephone, making of an appointment, not showing for the appointment evolved, we decided to do a more extensive intake on the telephone so that there was enough information to follow up on the women.

With the extensive economic, child care and self-concept problems, it is important to give encouragement, help in setting achievable goals and the invitation to come back until you are enrolled in college or "launched into a career."

Job Club is a frequent recommendation. The young DH seems to have greater resiliency and moves on more quickly than her older counterpart, who may get stuck in her depression. Some of the women have serious and persistent personal problems; they are referred to counseling and mental health centers. However, whatever her age, we expect that any woman who has been left needs to come to terms with her anger, depression, guilt, and feelings of isolation. Many go through at least one or two of the grief stages as we work with them.

Artie Williams from the Commission on the Status of Women said in speaking of the "feminization of poverty":

> "It has been the experience of every program serving the employment needs of women that there are four critical issues responsible for the feminization of poverty. They are:
>
> Increased marital disruption in society
> Inadequate benefits and support services for working mothers
> Continuing barriers to employment opportunities for female workers
> Low earnings for working women"[5]

Recommendation

Because these characteristics plus the predictable stages of grief are common to almost every woman, it is recommended that a workshop to help

[5]"The Feminization of Poverty," The Star Advocate, November 9, 1983, p. 4A.

women understand their feelings and pain be presented to reach new women in need of help, to continue to raise public awareness of the seriousness of the problem and to aid the women currently in our client pool.

Also there is a need to continue and develop linkages to influence increased funding for subsidized day care.

Follow Up

Follow-up procedures are done over the phone and by letter (Appendices M 2 and 3). A volunteer in the Career Center calls new clients and women who are part of Job Club. Increased attendance at Job Club is a direct result of these phone calls. There is a lot of peer counseling done over the phone by our loving volunteers. The names of those on the calling list are not removed until the woman has been placed in a job or training.

Analysis

It is not possible for all TRACE clients to come to Job Club because they cannot get child care or lack transportation. Some women request that their names be dropped from the calling list. Phones are often disconnected and letters of inquiry returned, and we lose track of the client.

Letters are sent to BCC graduates in NT programs (Appendix M 5). Special programs are offered to assist them with their job search. One-to-one counseling, Job Club, and workshops are offered. There is very little response; 5% of questionnaires are returned.

The message to every client is: We will help you reach success if you are willing to work for it. TRACE offers you a partnership and commitment to your success.

Recommendation

Organize a follow up by telephone to our NT graduates with the goal of finding if they are employed in their field. If they are not, what help from TRACE would be beneficial? Continuation of telephone contacts with unplaced DH is vital.

EMPLOYMENT, EMPLOYABILITY SKILLS, JOB CLUB AND WORKSHOPS

Job Finding Workshop

A special outreach to women graduating in non-traditional (technical) training was designed and co-led as a 2-part workshop. The two parts were "How to Write a Resume" and "How to Have a Successful Job Interview."

Methodology

Each department chairman and division counselor was contacted to inform them of this and enlist their assistance in promoting it among students and faculty. All women graduating were contacted by letter (23 sent) (Appendx M 5). The first meeting: Resume writing was discussed, taught and practiced. Each student received individualized assistance from one of the co-leaders. This was especially helpful because the technical writing course does not have a resume format that is current (marketable). The second session was devoted to interviewing skills. The handouts (see Appendices L 5, 6 and 7) stimulated discussion and some mock interviews were held. A videotape was also used as a teaching tool.

Recommendation

More time needs to be devoted to assistance to BCC students. Resume writing needs to be updated by the instructor in the Business Department and TRACE influence may be effective in accomplishing that. A job-finding course could be offered at BCC for credit. The idea is started and needs more time and effort next year.

JOB SEEKERS CLUB
Introduction

The goal of Job Seekers Club is employment for two groups of women who need special assistance in overcoming barriers to employment. Job Seekers Club serves displaced homemakers and/or women seeking entry into non-traditional occupations.

Methodology

The Job Seekers Club uses an educational/self-help or "peer counseling format." It is led by one or more staff members. The service objectives are to help members* "to define self, clarify skills and interests, prioritize objectives, participate in goal setting, be willing to give and accept peer counseling, and learn and practice job finding skills." These objectives are enhanced by a supportive peer group.

The purpose is to motivate and educate members into specific behaviors that lead to employment. Members benefit by a structure that includes individual assignments and short-term goals. Job Club members set weekly goals; if they have difficulty setting a goal, they are given an assignment related to their overall goal: employment. A guest speaker is invited each month to maintain interest and to draw on the experience of the college and business community so the women have access to a variety of points of view (Appendix N).

*Members refers to women who attend.

The unexpected benefit of this modified "Azrin approach"[6] is the presence of happy faces doing serious work. The conviviality among staff (co-leaders) and peers is contagious. This light-hearted manner and relaxed atmosphere with the group is productive and gives encouragement. Each week someone is asked to share a "Success Story" and the group cheers and claps after the story has been told.

The 2-hour format is open-ended and flexible. The goal remains the same for all: overcoming barriers and obtaining employment. The atmosphere needs to be conducive to helpful interaction and maintenance of a high trust level. The leadership of the group is the responsibility of staff who recognize the value of self-disclosure, feedback, and suggestions and interaction between peers. A staff member directs/ facilitates the group process. Co-leadership has been most effective in 1984. AN HRS Displaced Homemaker staff member is the team member. Clients from both programs attend.

The members are actively seeking employment or training for employability and willing to attend weekly meetings until employed or enrolled in an educational program. Each member has a personal file folder containing information, worksheets, and handout materials. These folders are brought to each meeting (Appendices L 1-8).

The following expectations are outlined with participants:

1. Agree to the philosophy of the staff
   "If you'll work, we'll help"
2. Contract for regular attendance
3. Fill out a worksheet to measure progress each week
4. Individualize their goals down to a daily plan
5. Go over "roadblock" (barriers to employment)
6. Cheer for achieving goals (Appendix L 1)

Although the methodology differs somewhat, the Azrin research, which emphasizes that there are jobfinding skills which if learned will lead to employment, is followed. His principles and research are taught to reinforce motivation and develop skill. The book Finding a Job is used in each meeting and members may borrow a copy.

Findings

Job Seekers Club works much more quickly for women who have attended the 6-week Vocational Readiness/Job Preparation WENDI course. However, that is often not available or a luxury not permitted by financial hardships (urgent need for employment).

The women who have difficulty becoming employed or attend more than four consecutive meetings usually are in the process of transferring their role identity from homemaker to employed worker. This psychological transition as researched by Detting, Cole and Miller (see Appendix L 2) fits the dynamics we see among those who attend over a longer time. Job

[6]Azrin, op. cit., p. 6.

Club is designed to meet the needs as outlined in the first four stages of the "Hierarchy of Work Adjustment" as outlined by Detting, Cole & Miller.

A balance between interesting speakers, learning and practicing job-finding skills, and personalizing the learning with individual goals works well. Calling to remind members of the meeting each week provides contact and is a gentle reminder of the agreement to attend for women who easily slip to depression and withdrawal.

Between January 1984 and June 1984 Job Club had served 227 participants; the number of service hours was 1046. Attendance varied during that period from 2 to 19 at one meeting. During the month of March, 25 women attended meetings; during the 4-week period, 17 of those 25 became employed. These kinds of positive results encourage those who attend, as well as the staff.

Recommendations

Job Seekers Club be continued.

All clients be referred to Job Seekers Club at the time of intake. Their attendance is a clear indication their motivation to find employment and ongoing step-by-step job finding is key.

Appendix A

Summary of Statistics
TRACE
Placements and Contacts

Number placed in jobs included NT and DH of any age until Nov. 15 and DH under 35 after Nov. 15 (documented NT jobs - 10)	51	
Number placed in education or training	44	
Total Placements	95	
Number of companies contacted by phone or letter	56	
Number of clients seen in office (for one-to-one counseling)	178	
Number reached by mass mailings	8340	
Number of letters to:		
BCC NT students (outreach)	200	
Clients (follow up)	108	
	308	
Number of phone calls:		
with clients	680	
with professionals	980	
to Job Club clients by volunteers for follow up for employment 15 calls/week x 24 weeks	360	
	2020	
Total Outreach:		
Job Club (clients)	125	
WENDI and SWAP classes and NT workshops	146	
Seminars and Workshops	399	670
Faculty - Community Groups	555	
Professional Contacts	418	
Telephone Inquiries	118	1091
Total Persons Contacted		1761

Appendix C

TRACE Brochures

Presents

JOB SEEKERS CLUB

. . . a Brevard Community College Program
for Employment Opportunities

TRACE is a grant to the **Brevard Community College** from the Florida Department of Education / Vocational Division / Equity to assist persons entering employment.

FOR WOMEN

THE GRANT OFFERS:

- Assistance to Displaced Homemakers and those seeking Non-Traditional careers
- Individual counseling
- Job Seekers Club
- Placement services for graduating students in non-traditional careers and displaced homemakers
- Liason with business and industry

FOR EMPLOYERS

THE GRANT OFFERS in cooperation with Brevard County employers to:

- Help provide access to trained and qualified men and women in non-traditional career fields to meet business and industry needs
- Assist employers in meeting Equal Employment Opportunity and Affirmative Action goals
- Provide linkage between Brevard Community College and Brevard business and industry by keeping current with job market trends
- Provide liason between students and the current labor market in Brevard County in helping them target their training and future goals to meet the needs of business
- Provides counselor / placement specialist, housed in BCC Career Center, to facilitate working with employers, setting up interviews with students, etc.

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JOB SEEKERS CLUB offers:

EMPLOYABILITY SKILLS TRAINING

- Resumé writing
- Interview techniques
- Job-finding skills
- Job market information
- Outreach and awareness development for opportunities in non-traditional careers
- Career exploration
- Assistance into training at BCC

A PLACE TO SHARE

- That is warm and friendly
- To discover mutual interests with other women seeking employment
- To encourage and be encouraged by others
- To find friendship and caring from other women and staff counselors

A PLACE FOR YOU

- There are no dues or fees
- Those who attend are encouraged to participate weekly until employment or training has been achieved

JOB SEEKERS SAY:

"I came to Job Seekers because talking to others in a similiar situation gives me hope. Together we can do something about our situation."

"I come for self-improvement possibilities and new ideas."

"I wanted to see how other women are coping with their lives, and to see what can be had in the way of jobs."

"I like it because I receive new ideas and support toward looking for a job."

"We can lend each other moral support – we can give each other advice and then benefit from our experience (good & bad). I also hope to hear of a job opportunity."

"I like Job Seekers because you give me support and encouragement during a difficult period of my life, also ideas in finding a job,. and what not to do in looking for work."

"I am unhappy with the career I've been in and am exploring alternate careers."

BREVARD COMMUNITY COLLEGE
Maxwell C. King, President

BOARD OF TRUSTEES
Roger W. Dobson, Chairperson
Mrs. Irene H. Burnett, Vice Chairperson
Robert L. Nabors
Philip F. Nohrr
Ralph M. Williams, Jr.

Brevard Community College is an equal opportunity/e. al access institution.

FOR MORE INFORMATION CALL:
SANDRA G. KEENE

Counselor/Placement Specialist

Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922
632-1111, ext. 5521

Transition Re-training And Change for Entry

. . . a Brevard Community College Program for Employment Opportunities

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TRACE

A grant to the WENDI Program from the Florida Department of Education/ Vocational Division / Sex Equity to assist persons entering employment.

Working in cooperation with Brevard County employers to:

- Help provide access to trained and qualified men and women in non-traditional career fields to meet business and industry needs.
- Assist employers in meeting Equal Employment Opportunity and Affirmative Action goals.
- Provide linkage between Brevard Community College and Brevard business and industry by keeping current with job market trends.
- Provide liaison between students and the current labor market in Brevard County in helping them target their training and future goals to meet the needs of business.
- Provides counselor/placement specialist housed in BCC Career Center/Placement Office to facilitate working with employers, setting up interviews with students, etc.

THE GRANT PROVIDES:

- outreach and awareness development for opportunities in non-traditional careers
- career exploration
- assistance into training at BCC
- employability skills training –
  - resume writing
  - interview techniques
  - job finding skills
  - job market information
- placement services for graduating students in non-traditional careers and displaced homemakers
- liaison with business and industry

WHAT IS A NON-TRADITIONAL CAREER?

- Any occupation that has been thought of as only men's work or only women's work.
- An educational program that has a low percentage of one sex or another enrolled.
  - Examples for men are nursing, clerical occupations, cosmetology, bookkeeping and more.
  - Examples for women are drafters, electronic technicians, machinists, environmental technicians, skilled trades and more.

FOR MORE INFORMATION CALL:

SANDRA G. KEENE
Counselor/Placement Specialist
Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922
632-1111, ext. 5521

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BREVARD COMMUNITY COLLEGE

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Non-Traditional Careers at BCC

what's a nice girl like you...

VOCATIONAL – TECHNICAL
CAREER PROGRAMS FOR WOMEN
AT BREVARD COMMUNITY COLLEGE

Debbie works as an electrical appliance repairperson like her brother . . . Susan opened her own auto service garage . . . Leslie liked to work with her hands so she became a carpenter and is helping to build houses . . . Margie has an interest in how things operate so she learned electronics.

These women have accepted the challenge of today's world – they recognize no sex barriers and they're working in technical and vocational jobs they do well in and enjoy.

DO WHAT YOU DO WELL

Today's woman in technical and vocational fields enjoys a sense of independence the job gives her. She likes working with her hands in jobs that are new and different. She isn't confined to a desk job in an office . . . and she can often make more money than college grads who are.

These are only a few of the many good reasons women have for entering the so called non-traditional fields.

These fields offer bright employment opportunities with a good future. The U.S. Department of Labor lists the demand for trained auto mechanics as "plentiful", with lots of growth in the field still to come. Salaries for skilled trade and technical workers with a few years of experience are above average.

Experienced carpenters, electricians and painters are in high demand during the construction season and many workers may eventually become self-employed.

Today more and more women are investigating all types of jobs. No longer is it considered unfeminine to be interested in a technical or occupational career. Women are discovering the opportunities offered by jobs traditionally held by men and the number of women attending technical vocational schools and colleges in a variety of non-traditional fields is increasing.

Training is required to enter the skilled trades field. Brevard Community College offers technical and vocational occupational programs and courses to give you the skills and experience you need to enter your chosen trade.

Our instructors have training and experience in their fields and stress practical knowledge as well as theory. As a student, you will receive actual "hands-on" training to allow you to solve real work problems using tools and materials required on the job. Our vocational programs require only courses directly related to your chosen field while our technical programs offer total programs which earn you an Associate in Science degree.

AFTER MY TRAINING . . . THEN WHAT?

As you near completion of your training program, BCC's placement offices and Women's Program services can assist you in determining what jobs are available.

We have strong business and industry contacts. Employers needing workers with specific skills are in contact with BCC and we actively solicit employment for our graduates. As a BCC graduate, your chances of getting a good job are increased. There has never been a better time for the woman graduate in a technical or vocational field – women have more opportunity than ever before to be equally considered for employment in all fields.

Today, you can be anything you want. A wide variety of courses in non-traditional fields is available to you at BCC . . . and a wide variety of technical and vocational careers is available to you after your completion of one of our programs.

HOW ABOUT PHYSICAL REQUIREMENTS?

Occupations such as carpentry, electricity, auto mechanics or welding may require lifting and carrying equipment and materials. You may have to be able to handle 50 pounds and a good deal of physical activity may be required. Some work may also require you to be outside in all types of weather.

You will probably be capable of meeting the physical requirements but you should check out the requirements of any trade or career field in which you're interested.

GUARANTEE YOUR FUTURE

Having skills and a career is one of the best investments a woman can make. A short period of training can give you lifetime skills to increase your earning potential and provide you with a satisfying career.

Today 9 out of every 10 women work – the average single woman will work for 45 years, and a married woman is likely to spend 25 years in a job. Many married women find two good incomes are necessary with today's high rising cost of living. And, all women need the ability to earn their own living should family or living conditions change.

More and more, women are becoming career wise in order to prepare for the fullest use of their abilities and interests.

Every woman owes it to herself to have a skill even if she doesn't enter the work force immediately. A skill is a good investment which pays off now and later in many important ways:

- To fall back on should you have to work. Skilled workers earn more than unskilled and many women will eventually have to support themselves and their families.
- To do-it-yourself around the house. Non-traditional skills help provide you with the training to keep your house, car and appliances functioning. Labor is expensive and this can be a big savings.
- To work for yourself at your convenience while you raise a family. A full time career may not suit your plans but you may want to bring in money for "extras" to supplement your income. Many workers in non-traditional fields start their own businesses and become self-employed.
- To develop your own personal potential – to put your interests, ideas and talents to use to become all you are capable of being.

HOW DO I FIND OUT IF I'LL LIKE IT?

Find out all about the field in which you're interested. Talk to your high school, college and women's counselors. Also talk to people working in the field and employers to find out about the opportunities, salaries and duties in a career in which you're interested.

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For further information about career possibilities and about BCC programs to train you for these careers, contact the Office of Continuing Education for Women (WENDI) at 632-1111.

VOCATIONAL PROGRAMS

Approximately one year in length
Instruction: 24 hours weekly for 38 weeks

FOR INFORMATION CONTACT:
COLLEGEWIDE INDUSTRIAL DIVISION
632-1111, ext. 2610/2630

Air Conditioning & Refrigeration Mechanics
Automotive Machining
Automotive Mechanics
Building Construction
Cosmetology
Industrial Electricity
Machine Tools
Marine Engines
Ornamental Horticulture
Precision Sheet Metal
Radio & Television Repair
Small Gas Engines
Upholstery
Welding

• • • • • • • • • • •

Electromechanical Assembly (as needed)

TECHNICAL PROGRAMS

Approximately two years in length

FOR INFORMATION CONTACT:
ADMISSIONS OFFICE ON EACH CAMPUS

Air Conditioning & Solar Technology
Biomedical Equipment Technology
Business Management
Child Care Services
Computer Programming
Criminal Justice
Distribution & Marketing
Drafting Technology
Educational Technology
Electrical Technology
Electronic Technology
Environmental Control Technology
Fashion Merchandising
Food Services Mgmt.
Indus. Supervision & Mgmt.
Medical Laboratory Technology
Nursing
Office Technology
Photography Technology
Radiologic Technology Radiography
Technical Writing

Brevard Community College, in its third decade of service to Brevard County, annually serves over 34,500 community residents through its wide range of courses and seminars.

Offering academic, technical, vocational and continuing education programs and individual courses, the College serves the students wishing to complete their first two years of college and transfer to a senior institution, or to acquire specific training to enter their chosen occupation upon graduation or to retrain, upgrade or develop new skills and interests.

In addition to the 15-building Cocoa Campus located on Clearlake Road in Cocoa, The College also has a Melbourne Campus at the corner of Post and Wickham Roads in Melbourne, a Titusville Campus on North U.S. 1 in Titusville and a Patrick Center located on the Patrick Air Force Base in South Brevard.

Evening courses in academic, technical, vocational, continuing education, and adult/community education are also held in centers at Cocoa Beach, Satellite Beach, Kennedy Space Center as well as other locations throughout the county.

Brevard Community College is fully accredited by the Southern Association of Secondary Schools and Colleges.

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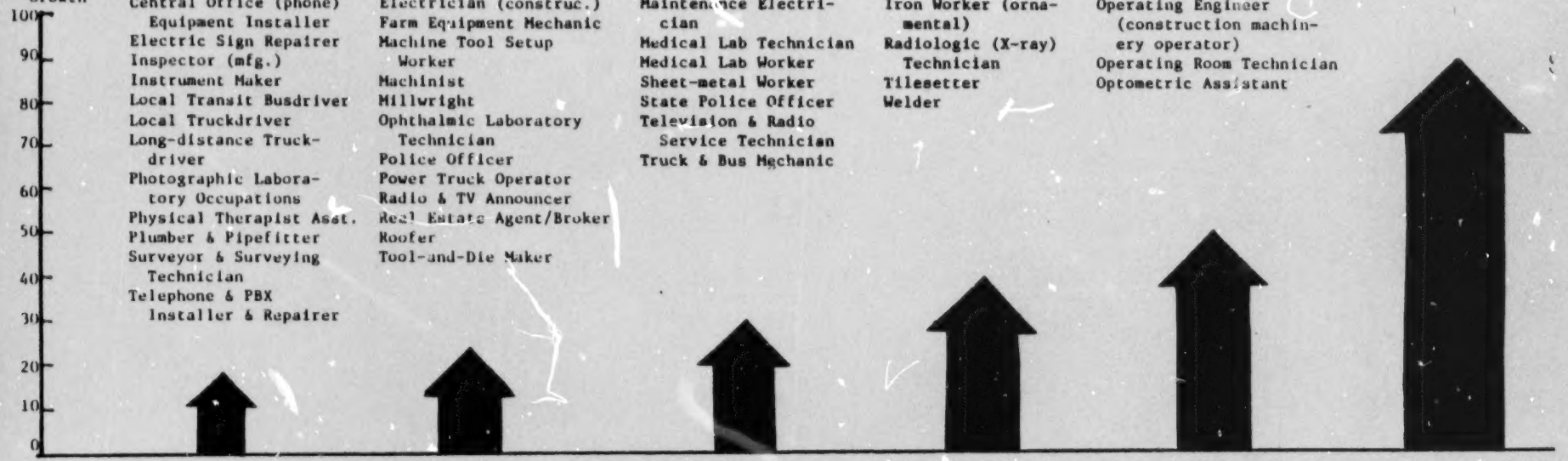
Appendix E #1
NT Handout

*PROJECTED GROWTH RATES
FOR SELECTED OCCUPATIONS
1978-1990



Source: Bureau of Labor Statistics

*Rate of growth expected for all occupations - average 20.7%

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Appendix E #1
NT Handout

EMPLOYMENT OUTLOOK IN SELECTED CAREERS TO 1985*

Career field	Estimated employ-ment 1972	Projected employ-ment 1985	No. of annual openings	Percent annual increase	Percent women in career field
Education and related fields:					
College and university teachers	525,000	630,000	24,000	4.6	27
Secondary school teachers	1,023,000	1,045,000	40,000	3.9	49
Kindergarten and elementary teachers	1,274,000	1,590,000	105,000	8.2	86
Librarians	120,000	162,000	11,200	9.3	83
Health fields:					
Physicians and osteopaths	330,000	485,000	19,000	5.7	12
Dentists	105,000	140,000	5,300	5.0	3
Veterinarians	26,000	37,000	1,400	5.3	5
Registered nurses	748,000	1,050,000	75,000	10.0	98
Dietitians	33,000	44,000	3,100	9.3	92
Pharmacists	131,000	163,000	7,700	5.9	14
Chiropractors	16,000	19,500	1,000	6.2	9
Optometrists	18,700	23,300	900	4.8	
Dental hygienists	17,000	50,000	4,800	28.2	96
Dental assistants	115,000	155,000	13,000	11.3	98
Dental lab technicians	32,000	43,000	2,000	6.3	
Medical lab workers	165,000	210,000	13,000	7.8	
Medical assistants	200,000	320,000	25,000	12.5	
Radiologic technologists	55,000	87,000	6,500	11.8	70
Licensed practical nurses	425,000	835,000	70,000	16.4	97
Nursing aides, orderlies, etc.	900,000	1,360,000	100,000	11.1	84
Social service careers:					
Psychologists	57,000	90,000	4,300	7.5	40
School counselors	43,000	59,000	2,900	6.7	
Recreation workers	55,000	90,000	5,500	10.0	46
Social workers	185,000	275,000	17,500	9.5	61
Home economists	120,000	140,000	9,200	7.6	
Social science careers:					
Economists	36,000	46,000	1,500	4.2	19
Historians	24,000	30,000	1,500	6.3	
Sociologists	15,000	23,000	1,200	8.0	35
Scientific and technical careers:					
Life scientists	180,000	235,000	9,200	5.1	12
Statisticians	23,000	32,000	1,700	7.4	43
Chemists	134,000	184,000	6,800	5.1	12
Engineering and science technicians	707,000	1,050,000	39,600	5.6	6
Drafting	327,000	485,000	17,900	5.5	8
Office careers:					
Clerical					
Stenographers and secretaries	3,074,000	4,950,000	411,000	13.4	97
Bookkeepers	1,584,000	1,900,00	118,000	7.4	88
Typists	1,021,000	1,400,000	115,700	11.3	97
Cashiers	998,000	1,360,000	96,000	9.6	87

*Adapted from 1975 Handbook on Women Workers, U.S. Department of Labor, Women's Bureau. Bulletin 297.

EMPLOYMENT OUTLOOK IN SELECTED CAREERS TO 1985 (cont.)

Career field	Estimated employment 1972	Projected employment 1985	No. of annual openings	Percent annual increase	Percent women in career field
Office careers (cont.):					
Clerical (cont.)					
Receptionists	436,000	650,000	55,000	12.6	97
Stock clerks	511,000	750,000	34,800	6.8	25
File clerks	272,000	318,000	22,800	8.4	86
Telephone operators	230,000	232,000	16,000	7.0	96
Office machine operators	195,000	230,000	13,700	7.0	74
Computer careers					
Systems analysts	103,000	185,000	8,300	8.0	14
Programmers	186,000	290,000	13,000	7.0	22
Computer operators	480,000	531,000	27,000	5.6	
Banking careers					
Bank officers	219,000	308,000	13,600	6.2	18
Bank tellers	248,000	350,000	25,000	10.1	90
Bank clerks	473,000	665,000	43,200	9.1	
Insurance careers					
Underwriters	61,000	71,000	2,500	4.1	
Claims adjusters	128,000	152,000	5,800	4.5	
Insurance agents and brokers	385,000	450,000	16,000	16.9	13
Administrative and related careers					
Accountants	714,000	935,000	41,900	5.9	22
Lawyers	303,000	380,000	16,500	5.9	6
Personnel workers	240,000				
Public relations workers	87,000				
Sales careers:					
Real estate sales people and brokers	349,000	485,000	25,000	7.2	36
Securities sales workers	220,000	290,000	11,900	5.4	9
Wholesale trade sales workers	688,000	860,000	31,000	4.5	6
Manufacturers' sales workers	423,000	545,000	20,000	4.7	9
Retail sales workers	2,778,000	3,330,000	190,000	6.8	70
Service careers:					
Food service					
Bartenders	200,000	235,000	8,800	4.4	30
Cooks and chefs	866,000	1,000,000	52,000	6.0	60
Waiters and waitresses	1,124,000	1,300,000	86,000	7.7	88
Cleaning related careers					
Building custodians	1,885,000	2,430,000	136,000	7.2	13
Hotel housekeepers	17,000	24,000	1,700	10.0	
Protective services					
Police officers	370,000	490,000	14,300	3.8	3
Guards	250,000	320,000	19,300	7.7	5
Personal Service					
Cosmetologists	500,000	670,000	51,000	10.2	92
Private household workers	1,437,000	1,000,000	51,000	3.5	98

EMPLOYMENT OUTLOOK IN SELECTED CAREERS TO 1985 (cont.)

Career field	Estimated employment 1972	Projected employment 1985	No. of annual openings	Percent annual increase	Percent women in career field
Transportation careers:					
Air transportation					
Flight attendants	39,000	76,000	8,000	20.5	95
Traffic agents and clerks	59,000	110,000	7,000	11.9	
Other					
Local transit bus drivers	68,000	71,500	1,600	2.4	
Local truck drivers	1,600,000	1,800,000	46,000	8.8	
Taxi drivers	92,000	85,000	1,600	1.7	12
Construction services:					
Carpenters	1,000,000	1,200,000	37,000	3.7	1
Electricians	240,000	325,000	11,100	4.6	2
Painters and paperhangers	420,000	460,000	14,700	3.5	4
Plumbers and pipe fitters	400,000	500,000	16,300	4.1	1
Industrial production:					
Machinists	320,000	400,000	13,100	4.1	3
Bookbinders	32,000	38,000	550	1.7	65
Composing room occupations	170,000	166,000	4,300	2.5	15
Assemblers	1,017,000	1,100,000	40,500	4.0	50
Welders	554,000	770,000	27,200	4.9	6

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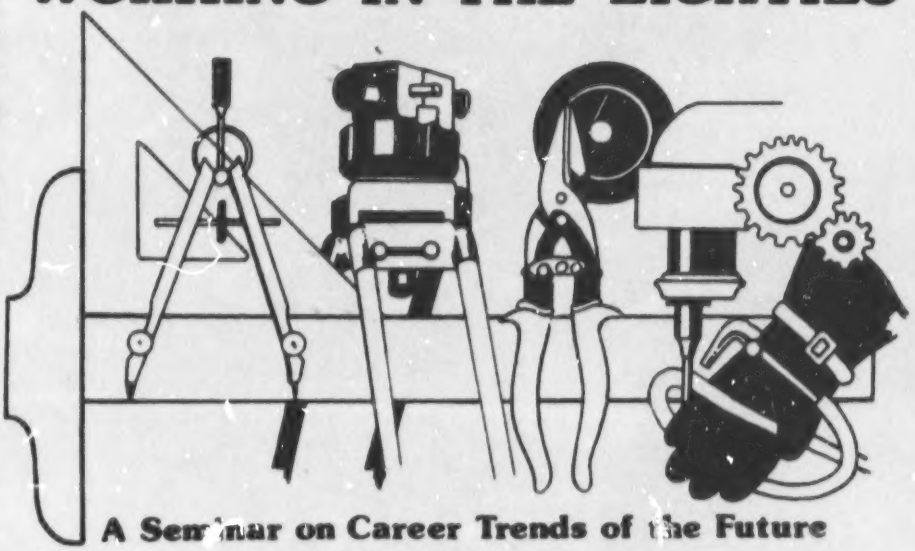
Appendix F #1
NT Workshop

EXPLORE:
Women
WORKING IN THE EIGHTIES



A Seminar on Career Trends of the Future

Wednesday, November 30, 1983
8:40 a.m. – 2:30 p.m.
BCC Cocoa Campus
Vocational Auditorium

sponsored by
BREVARD COMMUNITY COLLEGE
CONTINUING EDUCATION FOR WOMEN (WEND)
CAREER CENTER • COCOA CAMPUS
and the
AMERICAN ASSOCIATION OF WOMEN
IN COMMUNITY AND JUNIOR COLLEGES

FREE & OPEN TO THE PUBLIC

Brevard Community College is an equal opportunity/equal access institution.

840618/dg227a

November 30, 1983

PROGRAM

8:40 Registration, Vocational Auditorium
Vocational Bui ding – BCC Cocoa Campus

9:00 Welcome and Introductions
Ms. Meme Thomas, WENDI Program Coordinator

9:10 "Women's Education and High Technology"
Speaker: Dr. Muriel K. Heimer, Provost Cocoa Campus

9:30 "Technology 2000"
Speaker: Mr. Titus C. Hall, Vice President Vocational
Technical Program

9:50 Panel Presentation: "Equal Opportunity, Unequal Wages"
Speakers: Ms. Ellen J. Hone, Rep. Dept. of Labor, Orlando
Ms. Sandra G. Keen, Counselor/Placement Specialist,
Cocoa Campus

Student Representatives of Non-Traditional Programs:
Cathe Baldwin, Small Engines: Lynn Redwine, Engineering Tech:
Vickie Smith, Cabinet-Millwork; Ginny Stewart, Small Engines;
Lindy Willoughby, Welding; Lydia Woods, Drafting.

10:05 Coffee-break, A time to visit with speakers

10:20 Option A: A Tour of the Vocational/Industrial Shops
Tour Guide: Jim Morris, Instruction Resource Specialist
(meet in the Lounge Area)

10:20 Option B: In Vocational Auditoruim, "Career Decision-Making"
Speaker: Marilyn VanderLugt, Counselor/Coordinator Career Center
Cocoa Campus

10:50 A Panel of Women Discussing Their Careers;
Moderator: Meme Thornes

Ms. Valerie Sutton, Co-owner
Custom Executive Services

Ms. Sharon Hopper, Electricial Repair
Sears-Roebuck

Ms. Lindy Willoughby, Welder
BCC Student, former Ship-builder

Ms. Patricia Estes, Manager Employee Motivation & Public Relations
McDonnell Douglas Corp.

Ms. Linda Hollenbeck, Sales Representative
TAS

11:50 Wrap-up and Evaluation

12:00 Lunch

Afternoon Activities – BCC/UCF Lifelong Learning Center (the "U" Bldg.)

1:15 1. *Educational Opportunities Workshop:*
Representatives from Financial Aid, Student Services, Career Center, Learning Lab, WENDI, Special Services, NIP and Co-op. Room U-112

2 *Career Changing:*
How to transfer skills from previous employment, homemaking and volunteer work to a new career. Room U-112.

3. *Job Opportunities Workshop:*
Representatives from Apprenticeship program- Dept. of Labor, FSES, JTPA and the U.S. Army. Room U-103.

STAFF MEMBERS

Dr. Muriel K. Heimer, Provost, Cocoa Campus
Ms. Jeanne Nicholson, Dean of Student Services, Cocoa Campus
Ms. Merne Thomas, WENDI Class Coordinator/Special Services Dir.
Ms. Marilyn VanderLugt, Counselor/Coordinator Career Center
Ms. Sandra Keene, Counselor/Placement Specialist TRACE Grant
Ms. Kathy Hogan Special Services/WENDI
Ms. Marylee Biddle, Career Center

Special Thanks To
Mr. John Mangus, Ms. Sally Larson, Ms. Vivianne Fallows, and Jim Morris

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Philip F. Nohrr
Ralph M. Williams, Jr.

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BREVARD COMMUNITY COLLEGE
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Cocoa, Florida 32922

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Something's cookin' — but not in the kitchen

By JENNIE HESS
TODAY Staff Writer

Linda Hallenbeck was smack in the middle of a sales pitch touting mobile telephone equipment when her customer began to wonder just what was going on.

"He said, 'You're the second woman I've done business with today. Where are all of you coming from?' I laughed and responded, 'The kitchen,' " said Hallenbeck, 34.

More than 300 women escaped the kitchen, school classes, and assorted other hideouts Wednesday to sit in on a Brevard Community College seminar about career trends — especially non-traditional jobs — for women of the '80s.

To spark interest in jobs ranging from welding to management, panels of students and career women told personal stories like Hallenback's.

Divorced in March and faced with the prospect of supporting herself and her 4-year-old daughter, Hallenbeck went on a seven-month job search with one main goal: "I had decided I was not going to compromise my lifestyle."

It meant finding a job that would pay her $15,000 to $20,000 a year the minute she left the familiarity of the home front.

She's now a sales representative with Total Availability Services of Melbourne, traveling throughout the county to push telephone equipment, beepers and radio pagers.

"Five years ago, I probably would not have thought of myself as being a head of household, career woman, mother and woman, too," she said. "This is something that we can all do. These aren't unattainable goals."

'Five years ago, I probably would not have thought of myself as being a head of a household, career woman, mother and woman, too. This is something that we can all do.' — Linda Hallenbeck

Job opportunities are opening up in a number of fields that just a decade ago were off limits to women and minorities, said Ellen Hone, a Department of Labor representative from Orlando.

She must push to get into apprenticeships and other training programs because their career possibilities "are not what we would like them to be."

Lindy Willoughby wouldn't let the men push her out of the shipyard.

An advanced welding student at BCC, she became interested in the trade when an Avondale, La., shipyard was forced — for equal opportunity reasons — to hire 400 women as shipbuilders. Willoughby was the only one of the 400 who lasted two months on the job, and she decided she liked welding enough to make it her career.

"I know that I don't want to work hamburger joints," she said.

Nor did Patricia Estes relish the thought of being a waitress — her first stab at the job smorgasbord almost 30 years ago.

"After six weeks, I knew that wasn't for me," said Estes, now manager of employee motivation and public relations for McDonnell Douglas Corp. at Kennedy Space Center.

Estes spent years working her way up from secretarial and administrative positions. She said patience is one of the greatest virtues for a business woman to have.

"When you work in a large corporation, things don't happen overnight," Estes said, adding that most anyone who wants to work for a technical corporation will need education in engineering or computer science.

While the percentage of the

Valerie Sutton teamed up with a friend to open a small business — Custom Executive Services — after spending more than 25 years in executive secretarial positions.

tural and manufacturing fields has decreased over the last century, jobs available in service and information fields have skyrocketed, said Marilyn VanderLugt, BCC's career center coordinator.

She, too, told the women to bone up on math and science for more lucrative careers.

best fit is for us," VanderLugt said, urging the group to consider, "What can we get excited enough about so that we are willing to do it? What do you care enough about to spend 2,000 hours a year doing?"

Cathy Baldwin, 20, cares about engines. It all began when she paid $250 to have her motorcycle repaired and most of the bill was labor.

"I figured, if they could do it, I could do it, too," said the BCC student. So she's studying small-engine repair and working part-time in Sears' lawn mower department — the only woman in the shop.

Lynn Redwine, 34, found her forte in the area of engineering. The mother of one son, she tended bar and worked as a sales clerk before deciding to launch a career that would provide comfortable support.

Valerie Sutton teamed up with a friend to open a small business — Custom Executive Services — after spending more than 25 years in executive secretarial positions.

Plunging into jobs traditionally held by men leaves women open for a few problems and a lot of curious stares, said several of the women.

But the problems can be worked out and the stares will subside, said Sharon Hopper, who repairs electrical appliances at a Sears store.

When she first began to work in the shop, she said a hush would come over the room if she walked in while the men were telling a joke.

"Now, they just tell the

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People

ection D Friday, December 2, 1983

TODAY

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Appendix F #3
NT Workshop

Career Seminar set at BCC

by Linda Garnick-Grieve

On Wednesday, Nov. 30, Brevard Community College will hold its annual seminar "Explore: Women Working in the Eighties".

The trend for women entering careers in non-traditional jobs such as construction, plumbing, welding, etc. is on the rise and there is a need to educate women regarding the laws that make it possible for them to obtain these non-traditional jobs.

Scheduled to speak are: Meme Thomas, WENDI program coordinator; Dr. M. Kay Heimer, provost, Cocoa campus and Titus C. Hall, vice president of Vocational-Technical programming.

Throughout the day there will be panel presentations along with student and career representatives in non-traditional job fields. Representing these will be a small business owner, a public relations person, a sales representative, a welder and an electrician.

"We will have counselors and five women in non-traditional career fields speaking. They are established in their fields and will prove to be an inspiration to women" said Project Coordinator Sandra Keene.

She added "when Brevard Community College has women in non-traditional job classes, employers clammer for them to graduate...they want to hire (them) immediately."

Included in the day-long seminar are panel discussions, educational opportunities, career changing and job opportunities workshops.

"We will teach women the laws stressing the fact that they must be realistic. You've got to be good. Just because you're a woman, doesn't mean it's a shoe in," Keene said.

Registration will be at 8:40 a.m. at BCC Cocoa Campus, Vocational Auditorium. It is free and open to the public. Seating is limited.

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Appendix F #4
NT Workshop

People TODAY

Section D Tuesday, November 29, 1983

Women to explore career opportunities

By JENNIE HESS
TODAY Staff Writer

Lindy Willoughby — a welder in the ship building industry — has decided to strengthen her career by taking additional training needed to become a certified welder.

She's one of a growing number of women at the forefront of new career trends for working women in the '80s.

Willoughby and four other women will talk about their non-traditional careers Wednesday morning as part of a Brevard Community College seminar called "Explore: Women Working in the Eighties."

Dr. M. Kay Heimer will kick off the career conference at 8:40 a.m. in the Cocoa campus Vocational Auditorium with a talk on "Women's Education and High Technology.

Along with other speakers will be two panels of women making presentations on BCC industrial or technical training and on careers in small business ownership, public relations, sales, welding and electrical repair.

Scheduled from 8:40 a.m. until 2:30 p.m. with a break for lunch, the career seminar is free and open to the public. Its sponsors are the BCC Continuing Education for Women (WENDI) Career Center and the American Association of Women in Community and Junior Colleges.

"Explore: Women Working in the 80's" Seminar Nov. 30, 1983

A Few Statements from Evaluation Forms

"The panel helps one realize you can do it! I admire Valerie Sutton and the others very much. I hope I will be able to be as strong as all of them when the time comes."

Astronaut High School

".... that nothing is impossible to do for anybody you should reach your goals with a positive mind. All of the program was valuable and interesting because it dealt with how important education is.

Cocoa High School

"Don't give up - just keep trying and you will succeed."

Cocoa High School

".....that I need a lot of skills, that I didn't think I would need in order to achieve my goals. Most valuable segments where the gentleman was explaining what we needed to get a good scholarship."

Poinsett Middle School

"I learned that it takes Math and Science and it means a lot to learn these things in college."

Poinsett Middle School, Age 13

"There are more than 23,000 jobs that are good for money."

Poinsett Middle School, Age 13

"I learned to have a good job you should take Math and Science during your high school years. This will help you to have a more advanced job."

Poinsett Middle School, Age 13

"I learned that there is over 23,000 job opportunities in the United States, and that most of the jobs has something to do with Science and Math."

Poinsett Middle School, Age 13

"I learned that it takes Math and Science most of all in high school in order to attend college for an AS and AA degree."

Poinsett Middle School, Age 13

"That the future holds in store for us, many opportunities."

Merritt Island High School

"They (the panel of women) show that it is hard but you can do it."

Cocoa High School

NONTRADITIONAL OCCUPATIONS
Opinion Survey
Nontraditional Jobs for Women are occupations that employ a minority (less than 30%) of women

Survey of 84 Women

The following exercise is adapted from materials developed for the U.S. Department of Labor "Jobs for Progress" project. It is a checklist of activities related to exploring nontraditional careers. Its purpose is to help you determine your readiness to choose between a traditional or nontraditional career. Place a checkmark in the column that most exactly describes the time you have spent on each activity during the past six months.

	Never	Once	Several Times	Often
1. Thought about a career in a nontraditional occupation	24	10	38	12
2. Thought about the advantages of a nontraditional career	22	8	37	14
3. Thought about the disadvantages of a nontraditional career	22	8	34	14
4. Talked about nontraditional jobs with relatives or friends	31	9	32	9
5. Read materials about nontraditional jobs	39	10	28	6
6. Thought about the sex or racial biases that may be related to nontraditional jobs	23	7	38	15
7. Thought about how a nontraditional career might affect my lifestyle (e.g., friends, family life, free time)	36	6	32	7
8. Thought about nontraditional careers I would enjoy the most	24	9	37	9
9. Thought about nontraditional careers I would dislike the most	32	11	30	10
10. Thought about how well a nontraditional career would match my interests and abilities	22	14	34	12

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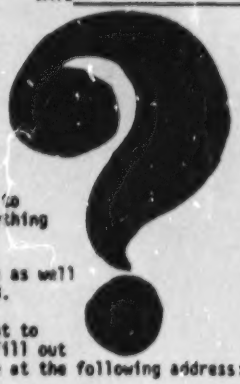
Appendix H

BREVARD COMMUNITY COLLEGE
Cocoa Campus

MEMORANDUM DATE_____

TO: RE:

FROM: Sandra Keene
Counselor/Placement Specialist
TRACE Grant



I haven't heard from you for a while so I wanted to check with you. I'd like to know if there is anything this office can do to further assist you.

The Career Center offers some additional services as well as a Career Change Seminar on March 14, 21 and 28.

It would be very helpful to me and the TRACE Grant to know if you are now employed. Would you please fill out the bottom half of this sheet and return it to me at the following address:

Sandra G. Keene
TRACE Grant
Brevard Community College
1519 Clearlake Road
U Bldg., Room U112
Cocoa, Florida 32922

(An envelope is enclosed for your convenience)
or phone my office at 632-1111, ext. 5521.

Thank you,

Sandra G. Keene

DATE:_____

TO: Sandra FROM:_____
PLEASE CHECK ONE OR MORE OF THE FOLLOWING:

1. I haven't called you because I'm working now at_____
2. I'd like to make an appointment_____
3. My career plans are OK now _____
4. I'd like you to send me information about the Career Changing Seminar in March.
5. Other_____

Signed_____

CAREER CENTER
Brevard Community College
Cocoa Campus

Name _____ Date _____
Last First M.I.
Address _____
Street City State Zip
Soc. Sec. # _____ Telephone (days) Home: _____ Business: _____ Sex M__ F__

PLEASE TELL US IN YOUR OWN WORDS
WHAT WE CAN DO TO HELP YOU

_____
_____
_____
_____
_____
_____

The following information is helpful in keeping statistics in the Dept.

Your age _____

Your Marital Status:
Single _____
Married _____
Head of Household _____

If so, ages of dependent children:
_____

YOUR EMPLOYMENT STATUS

Homemaker _____
"Displaced Homemaker" _____
Employed
Part time _____ Full time _____
Unemployed _____
Student at BCC _____
Plan to enroll at BCC _____

EDUCATION

High School _____ Grade completed _____
Name/Address

College/Vocational _____ Grade completed _____
Name/Address

List subjects liked best _____

List subjects liked least _____

Other Training: 1. _____ _____
2. _____
3. _____

EMPLOYMENT HISTORY (Most Recent First)

1. _____
Present Employer
From _____ To _____
Duties _____
_____
_____
_____
_____

2. _____
Name of Company
From _____ To _____
Duties _____
_____
_____
_____
_____

The following information is optional:
MY FAVORITE JOB was/is _____
WHAT I LIKED MOST ABOUT my job was/is: _____
_____
_____
_____
_____

WHAT I DID NOT LIKE ABOUT my job was/is
_____
_____
_____
_____
_____

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Appendix K

CAREER CENTER
Brevard Community College - Cocoa Campus

SUMMARY OF SERVICES FOR CLIENTS:

Name:_____

Referred by:_____

Date of Intake _____
Follow-up dates _____

NEED of client:
____Information: Occupational
____Training/Education
____Occupational
____Vocational (currently enrolled)
____PreVocational
____Other

COUNSELING
____Occupational
____Educational
____Personal Concerns

ASSESSMENT: ("testing")
____Given here listed on intake
____Given elsewhere

ASSISTANCE WITH Job-Hunting Techniques
____Resume
____Interviewing
____Job Leads
____Referral
____"JOB Club"
____Other

REFERRALS
____Adm.
____Fin. Aides
____College Counselor/Advisor_____
____WEDI Program
____FSES

JOB PLACEMENT
Date _____
Job title _____
Name of firm _____
Address _____

My Personal Marketing Plan

The following checklist includes some activities that contribute to marketing yourself. Check off those that have been done so far. Set goals to accomplish those which are not complete.

	Date Accomplished
1. Know the product I know myself better now than I have ever known me before. I understand more about my feelings toward work and my desire to work. I know more about my skills, talents and strengths and feel a greater sense of self-confidence.	_____
2. Know the market place I know more about the world of work and some of its opportunities than I did before. I know how to access the market place and evaluate it in relationship to my capabilities, needs and wants.	_____
3. Advertise well I have developed a resume and the ability to write letters that will help me in my job campaign. I'm not afraid to use my "ads".	_____
4. Saturate the market I know how and can and will contact as many employers as possible. I seek them both for job opportunities and advice from which I can and will expand my network.	_____
5. Interview confidently I know how to look when I'm interviewing. I know how to dress, walk, sit, stand and talk. I know what questions I'll be asked and how to answer them. I know what questions I should ask and how to listen to the answers. I know that a vital part of my presentation is in a follow-up thank you note.	_____
6. Gain a commitment I know how to describe myself to present my values to the employer. I know how to ask for a job when the timing is right and how to create the timing when it doesn't seem easy. I know how to ask for a commitment and give one in return. If I have any questions about giving my commitment, I'm not afraid to ask for a few days to consider the offer.	_____
7. Follow-through I know how to and am not afraid to write thank you letters to anyone that helps me, even if in a very small way. Most of all, if I make a commitment to work, I will keep the job and deliver the best work skills and attitude that I can.	_____

Figure 1

STAGES OF EMPLOYABILITY DEVELOPMENT*

STAGE	LEVELS	RESULTS
...ptation ...o the ...or Market	10. High level job maintenance.	Satisfactory and satisfied in new position.
	9. Acquisition of new position -identify goal and meet requirements -getting new position	Obtains new position.
	8. Orientation to change	Motivated to seek new position (re-entry, transfer, promotion, advancement).
...ntenance ...f Work	7. Satisfaction -satisfactory interpersonal relationships -skilled performance -satisfaction with job	Steady employment in primary labor market.
	6. Performance -follow instructions, ask questions, keep busy -work independently -satisfactory technical skills	Maintains employment beyond probationary period (3-6 months).
	5. Conformance -attendance, punctuality -appearance, behavior, language -attitude to supervisor, co-workers, etc.	Maintains employment beyond a few weeks.
...isition ...Work	4. Job Getting -locating opening -writing application, resume, etc. -interviewing	Job placement in primary labor market.
	3. Meeting Entry-Level Requirements for Career Goal -skills -knowledge -attitudes	Applies for appropriate job.
	2. Career Decision Making -self assessment -knowledge/preliminary indication of work conformance expectations -knowledge of Labor Market Information -knowledge of occupational information -career decision making	Establish career goal -- applies for appropriate training
...alization ...o Work	1. Work Role Orientation -value work -see self as worker -expect to succeed in the World of Work	Work Role Identity -- motivated to seek work in primary labor market

*New England Institute, 10/81, adapted from Hierarchy of Work Adjustment, Detting, Cole & Miller

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Appendix L #2
Job Club Curriculum

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LEADS FORM

Who to Call and When	Phone Reminders and Information Received
Company Name_____	Your name; personnel manager_____
Address_____	Name & qualifications; interview_____
Phone No._____	talk anyway; other jobs_____
Date 1st called_____	use their name_____check back_____
Date 2nd called_____	Other information_____
Company Name_____	Your name; personnel manager_____
Address_____	Name & qualifications; interview_____
Phone No._____	talk anyway; other jobs_____
Date 1st called_____	use their name_____check back_____
Date 2nd called_____	Other information_____
Company Name_____	Your name; personnel manager_____
Address_____	Name & qualifications; interview_____
Phone No._____	talk anyway; other jobs_____
Date 1st called_____	use their name_____check back_____
Date 2nd called_____	Other information_____

OUTLINE OF LETTER OF APPLICATION

June 1, 1973

Allow at least three or four spaces here.

Use complete title and address.

Mr. George McCormick
Director of Personnel
American Manufacturing Company
124 South Third Street
Houston, Texas 77001

If you know the name, use it rather than "Dear Sir or Madam"

Dear Mr. McCormick:

Opening paragraph: State why you are writing, name the position or type of work for which you are applying, and mention how you heard of the opening or organization.

Middle paragraphs: Explain why you are interested in working for this employer and specify your reasons for desiring this type of work. If you have had experience, be sure to point out any work experience or other abilities related to the type of work for which you are applying.

Middle paragraphs: Refer the reader to the attached application blank, resume (which gives a summary of your qualifications) or whatever media you are using to illustrate your training, interests and experience.

Closing paragraph: Have an appropriate closing to pave the way for the interview by asking for an appointment, by giving your phone number, or by offering some similar suggestion to facilitate an immediate and favorable reply, or you might indicate that you will call shortly to arrange an interview.

Sincerely,

Always sign letters.

Top and bottom margins should be equal

Frieda A. Summers
1650 North Verdugo Road
Houston, Texas 77024

Enclosure

If a resume or other enclosure is used, note in letter.

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CAREER EXPLORATION & DEVELOPMENT
Anita Moore

THE THANK-YOU LETTER

Paragraph 1

Thank the interviewer for taking the time from his/her busy schedule to discuss the position of _____ with you.

Then indicate either 1) that you found the conversation very interesting (or stimulating, or whatever) or 2) that you are impressed (pleased, excited, challenged, enthusiastic) with the possibilities of the position, or his/her organization, or the duties of the job.

(TWO SENTENCES)

Paragraph 2

Remind the interviewer of key points you made during the interview--for example: how your background/education are suited to the job; how your experience meets the qualifications; how you have done or learned something which was asked about during the conversation. (NOTE: It is very helpful to make notes for yourself as soon as you leave the interview- - record key words, good answers you gave and the like. Then you'll have them to refer to when you write the letter.)

(TWO OR THREE SENTENCES)

Paragraph 3

Indicate that, given the background you describe in Paragraph 2, you are confident of your ability to do the job and that you were pleased to have the opportunity to tell him/her about these skills/abilities/background/etc. Your last sentence should read approximately: 'I am looking forward to the possibility of working as a _____ (Title) _____ with your ogranization (or: with _____ (Organization) _____.

(TWO SENTENCES)

MAIL THIS LETTER NO LATER THAN THE DAY AFTER THE INTERVIEW - AND YOU'LL DEFINITELY INCREASE YOUR CHANCE OF GETTING THE JOB!!

INTERVIEWING TIPS

BEFORE -

1. Do some research on the company. Visit or read some literature - shows a real motivation.
2. Prepare some relevant questions related to the job.
3. Do a self analysis so when asked "Tell me about yourself" you don't sit there stunned or go rambling on about non-work related information.
4. Get a good night sleep. Eat a good breakfast. Leave with plenty of time to spare in case of a traffic jam, getting lost, parking problems, etc.
5. Appropriate dress is very important. If possible visit the company earlier in the week to check out what the other employees wear. Moderation is the best clue. Don't wear anything that can be used against you.
6. Upon arrival first thing to do is go to the bathroom and check yourself out for a last minute touch up.

DURING -

1. Be pleasant and try to smile. Show real enthusiasm for who you are, past experiences and your desire for this job.
2. Direct eye contact is very important during any interpersonal situation. Don't "case" out the room during interview.
3. Let the interviewer guide the conversation. Try to avoid one-word answers - but don't ramble on. (This is where being prepared really helps.)
4. Try not to fidget or do anything distracting. Try to keep your hands loosely in your lap and then ignore them.
5. Make sure you stress how your past and present skills fit the position you are applying for.
6. Put a closure to the interview. If at the end of the interview, you are still interested in the position (remember in a way you are also interviewing the interviewer), make sure you ask when will they be making their final decision. It gives you a guide line to work with and shows the interviewer that you are sincerely interested.

AFTER -

1. You can send a "thank you" letter for the interview and very briefly reiterate the reasons why you would be perfect for the job.

SELL YOURSELF!

Be positive & confident. Remember - if you could not do the job, you would not be there. You are OK.

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Below are some possible questions often asked by the Job Interviewer.

TWENTY QUESTIONS

1. Tell me about yourself.
2. Please describe the background you have which would qualify you for this job.
3. Why do you want this job?
4. Have you done jobs similar to this one before?
5. What training (education) have you had which prepared you for this job?
6. Could you tell me about your job-related skills?
7. What are your career goals?
8. What do you plan to be doing in five years?
9. What are your strong points?
10. What are your weak points?
11. Why do you want to work for this organization (company)?
12. What is important to you in a job? Why?
13. How do you work under pressure?
14. Why do you feel you will be successful in this position?
15. What can you contribute to this organization?
16. For what reasons did you leave your previous positions?
17. What do you like to do best on a job?
18. When can you start work?
19. What would you like to know about this job?
20. Do you have any other questions?

JC/TRACE '84

Appendix M #1
Job Club OUtreach and Follow-Up

BREVARD COMMUNITY COLLEGE

REPLY TO

September 16, 1983

Dear Graduate:

As a graduate of BCC, you may be surprised to hear from us. However, the Career Center is interested in you and your success in your chosen career.

Now that you have graduated, you are ready to make one of life's major transitions: going from college to career. This step is often very complicated and has more difficulties than you may have expected. If you are needing assistance in finding suitable employment or considering changing your career, this letter is especially for you.

The staff in the Career Center can help. New programs are being offered under the TRACE Grant. One service is our JOB CLUB. The Job Club begins meeting Tuesday, September 27, from 1:00 to 3:00 p.m. in the Career Center.

Programs offered will be:

How to highlight your skills and write resume and application.
How to increase your job leads (possibilities).
How to survive an interview and other difficulties.
How to get more confidence.

There will be time for discussion and sharing experiences with others. If these are things you'd like to hear more about, this is your invitation:

JOB CLUB meets Tuesday, September 27, from 1:00 to 3:00 p.m. each Tuesday during the semester.

Where: Lifelong Learning Center (NE corner of Cocoa Campus).

Reservation: Call Sandra Keene to reserve your spot at 632-1111, Extension 5521.

Looking forward to meeting you,

Sandra Keene
Counselor/Placement Specialist
TRACE Grant

SK/df

District Administration o Cocoa Campus o 1519 Clearlake Road o Cocoa, Florida 32922 o (305) 632-1111
Titusville Campus o 1311 North Washington Avenue o Titusville, Florida 32780 o (305) 269-5664
Melbourne Campus o 3865 North Wickham Road o Melbourne, Florida 32935 o (305) 254-0305
Patrick Center o P. O. Box 4636 o Patrick Air Force Base, Florida 32925 o (305) 784-1911

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BREVARD COMMUNITY COLLEGE
Cocoa Campus

MEMORANDUM

TO: Applicant

FROM: Sandra Keene
Counselor/Placement Specialist
TRACE Grant

I haven't heard from you for a while so I wanted to check with you. I'd like to know if there is anything this office can do to further assist you.

The brochure we are sending you explains the Job Seekers Club. This has been very helpful to those who attend. During the month of March 75% of those who attended were employed by the end of the month. If you are still looking for a job, coming to this meeting every week for just 2 hours would be helpful. If you have a friend who would benefit from the Job Seekers Club, you could bring her with you.

It would be very helpful to me and the TRACE Grant to know if you are now employed. Would you please fill out the bottom half of this sheet and return it to me at the following address:

Sandra G. Keene
TRACE Grant
Brevard Community College
1519 Clearlake Road
U Bldg., Room U-112
Cocoa, FL 32922

or phone my office at 632-1111, Ext. 5521. Thank you.

DATE: _____

TO: Sandra FROM: _____

PLEASE CHECK ONE OR MORE OF THE FOLLOWING:

1. I haven't called you because I'm working now at _____
   _____
2. I'd like to make an appointment _____
3. My career plans are OK now _____
4. I wish to attend the Job Seekers Club _____
5. Other _____

SIGNED _____
_____
_____

840427/jr225h

BREVARD COMMUNITY COLLEGE

REPLY TO Cocoa Campus
Career Center

JOB SEEKERS

News for MARCH

Job Seekers will be meeting the same time and place on the Cocoa Campus.

This is to let you know some of the things planned for our meetings in March.

MARCH 6. "Communications Skills" will be discussed by John Bencich. John is the host for "BCC on the Air" program. Mary and Sheila interviewed on that Radio Program. Mr. Bencich is very interested in knowing more about the Displaced Homemakers program and was pleased we asked him to be part of our meeting.

Later in the month Marilyn VanderLugt will talk about "Transferable Skills: How Life's Experiences Translate into Job Qualifications."

David Alexander will answer specific questions about "where" and "how" to find your answers in the Career Center.

A speaker will come from private business to tell us "What Employers Are Looking for in Applicants" and "Who's Hiring Who."

In addition to these special presentations, there will be time to share the "roadblocks" and successes of the past week.

We hear success stories every day and will share those wth you.

We want to know how Job Seekers meetings can help you.

Remember: Your Success Is our Success.

We want to see you at Job Seekers.

P.S. If you need a ride, call one of us and we'll help.

Sandra Keene Ext. 5521
Mary Gregory Ext. 5512
Sheila China Ext. 4311

District Administration :: Cocoa Campus :: 1519 Clearlake Road :: Cocoa, Florida 32922 :: (305) 632-1111
Titusville Campus :: 1311 North Washington Avenue :: Titusville, Florida 32780 :: (305) 269-1664
Melbourne Campus :: 3865 North Wickham Road :: Melbourne, Florida 32935 :: (305) 254-0300
Patrick Center :: P. O. Box 4630 :: Patrick Air Force Base, Florida 32925 :: (305) 254-1311

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BREVARD COMMUNITY COLLEGE

REPLY TO:
TRACE Grant
Sandra Keene

Dear_____:

TRACE is a Vocational-Education Grant administered through BCC. One of its goals is to offer employers access to trained and qualified men and women to meet their needs.

We act as liaison for workers and employers in meeting Equal Employment Opportunity standards. I am enclosing a brochure for additional information.

In our phone conversation_____ I spoke with you about _____. Her resume is enclosed as you requested. Ms._____ excellent employment history makes her well qualified for Ms._____ is a valuable staff member as her resume indicates. I hope you will be able to find a place for her.

I look forward to hearing from you in regard to_____

Sincerely,

Sandra G. Keene
Counselor/Placement Specialist
TRACE Grant

SGK/lk
Encl.

District Administration ◻ Cocoa Campus ◻ 1519 Clearlake Road ◻ Cocoa, Florida 32922 ◻ (305) 632-1111
Titusville Campus ◻ 1311 North Washington Avenue ◻ Titusville, Florida 32780 ◻ (305) 269-5664
Melbourne Campus ◻ 3865 North Wickham Road ◻ Melbourne, Florida 32935 ◻ (305) 254-0305
Patrick Center ◻ P. O. Box 4636 ◻ Patrick Air Force Base, Florida 32925 ◻ (305) 784-1911

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RESUME WRITING AND INTERVIEWING SKILLS

A Two Part Workshop Especially for Women in Non-Traditional Careers

THE CAREER CENTER INVITES YOU

to a two part workshop on successive Thursdays: March 29 and April 5 at 12 noon - 1:30 in the UCF Building room U-112. Hot and cold drinks will be provided. Bring your lunch. Anita Moore and Sandra G. Keene, Career Counselors will present the program.

This workshop is being offered to women who are graduating from a Vocational or Technical program at BCC and will be looking for a job in their field. Most jobs searches last at least six weeks and often more, so if you don't have the job you want, it is not too early to begin. We want to help you.

March 29, the first workshop will give details on how to write an effective resume that will highlight your abilities, skills and training. You will learn about the "buzz words" to use to communicate with employers. You will be able to share with other women feelings about the work place and learn about hiring practices and equality in hiring practices.

April 5, the second workshop will be designed so that you can learn how to get the interview that will lead to employment. You will learn the 20 questions most often asked at an interview.

We are interested in your future. You have worked hard to receive your degree. We want to help you make that achievement carry its true value as you seek employment.

In order to have a profile of the women in Non-Traditional Careers Training will you please take a minute to answer a few questions about yourself and return the form in the post paid enclosed envelope.

Name: Age:

My Degree from BCC will be_____ My Program is _____.

Marital Status:

Single Head of Household: Yes_____No_____

Ages of Child/Children:

I want to be working by: _____
(date)

Want a better job: Yes_____No_____

I am employed now at:_____.

Please save a place for me on March 29 and April 5_____I cannot attend___.

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JOB CLUB GUEST SPEAKERS

Topic	Speaker
Resume Writing	Carolyn Fitzgerald - Journalist Counselor, Cocoa Alan Thornquest - Career Information Counselor, Cocoa Campus
What Employers Want	LeRoy Darby - BCC Placement Specialist, Cocoa Campus
Interview Skills	Marilyn VanderLugt - BCC Counselor, Cocoa Campus
Job Seeking Skills/ Networking	Sheila K. China - Job Placement Specialist, Displaced Homemaker Program, Cocoa Campus
Interviews	Pennie Wade - Office Manager, Norrell Services
Attitudes and Behavior	Sara Howze - F.I.T. - Ph.D. Program Intern
Local Training and Job Opportunities	Doug Morrison - JTPA - Job Service of Florida
Career Center Resources	David Alexander - Career Development Specialist, BCC Staff
Communication Skills	John Bencich - BCC Staff - Associate Professor, Liberal Arts Division
Transferable Skills	Marilyn VanderLugt - Career Center Coordinator, BCC, Cocoa Campus
The Interview	Peggy Beard - Manager, Personnel Records, BCC, Cocoa Campus
Office Automation	Ann Thomas, Ph.D. - Associate Professor - Business Division - BCC, Cocoa Campus Alma Stace - Assistant Professor/Word Processing Instructor - BCC, Cocoa Campus Edna Stewart - Computer Lab Technician - BCC, Cocoa Campus
Sex Discrimination and the Law	Crystal Edmonston - Federal Court Case; awarded decision in Edmonston vs. Banquet Foods
Tour of Computer Lab	Edna Stewart - Computer Lab Technician/ Instructor - BCC, Cocoa Campus

Appendix O
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